PISE & ETLISE Reflection

Bonnie Reichert

December 2011

I met with both my mentor and the campus administrator to review my progress on the PISE and ETLISE. This was an opportunity to review my progress and discuss changes to my internship plan that would be more appropriate and authentic for my development as a campus leader. The support of my mentor and the campus administration is important to my progress. They provided validation for the skills I already have and made suggestions for changes that will give me a strong foundation of skills useful as a campus leader in whatever role I pursue.

A suggestion from my mentor was to plan online benchmarks for my 7th grade Tech Apps classes in *Eduphoria*, the district course management tool. This is the first year to use the full functionality of the tool. Learning to use this tool will help me work and advise other staff members on its function. Use of the tool will also help me gather information on the progress of my students using the analysis tool to assess progress and evaluate my teaching strategy to assure that all student learning needs are being met.

The campus admin suggested participating with the new registration process to be implemented this year allowing 7th grade students to register online. This will give me insight and knowledge of the scheduling procedures and have an opportunity to observe changes to the process that include technology. It will also give me the opportunity to interact with other campuses to help train staff and students.

Both evaluators acknowledged that I possess exemplary technology skills. My mentor acknowledged my ability to work with students and support staff with technology rich integration suggestions. We were all in agreement that I need to focus on learning opportunities that will give me skills and competence in the areas of leadership that are directed at staff development, site management and school district policy and procedures.

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**Technology Leadership Internship Supervisor Evaluation   
Directions**Thank you for your supervision and mentoring of a Lamar University Educational Technology Leadership Intern. This is a service to the intern, to the profession, and the technology leadership program at Lamar University. We are asking you to complete the following Educational Technology Leadership Internship Supervisor Evaluation (ETLISE).

The ETLISE can be used to structure a final summative conversation and conference with the intern, as the culminating event of the Internship/Practicum Experience. You are free to share the evaluation and your responses with the Interns (at your discretion) or you can just talk about it in general terms. We do need you to return it to Lamar as we will also be using this for purposes of program improvement. It is not entered as a grade for the student. In the event that there were multiple supervisors, just complete the sections applicable to the work done under your supervision.

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| **Basic Information** | | | | | | | |
| **Intern Name:** | Bonnie Reichert | | | | | | |
| **Supervisor/Mentor:** | Carolyn Canon **Administrative Supervisor**: Chad Pirtle | | | | | | |
| **Site Location:** | Liberty Hill Junior High, Liberty Hill, Texas | | | | | | |
| **Date:** | December 13, 2011 | | | | | | |
| **Evaluation Definitions** | | | | | | | |
| **Exemplary** | With regard to the Tech Facilitator Standards, the intern was consistently engaged and demonstrated excellence in completing his/her activities and responsibilities. | | | | | | |
| **Proficient** | The intern was engaged and successful with his/her activities and responsibilities. | | | | | | |
| **Minimally Proficient** | The intern was occasionally successful with his/her activities and responsibilities, but needed to demonstrate greater proficiency and skill in practicing this competency. | | | | | | |
| **Unacceptable** | The intern was rarely successful with his/her activities and responsibilities and needed much greater proficiency and skill in practicing this competency. | | | | | | |
| **Standard I** -[**Technology Operations and Concepts**](http://www.iste.org/Content/NavigationMenu/NETS/ForTechnologyFacilitatorsandLeaders/Technology_Facilitation_Standards.htm#Tech)  The Educational Technology Facilitator demonstrates an in-depth understanding of technology operations and concepts. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator I.A** The Technology Facilitator demonstrates knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS-T). | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator I.B** The Technology Facilitator demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. | | 3 | |  | |  |  |
| **Comments** | | | | | | | |
| **TF I.A** | |  | | | | | |
| **TF I.B** | |  | | | | | |
| **Standard II** - [**Planning and Designing Learning Environments  and Experiences**](http://www.iste.org/Content/NavigationMenu/NETS/ForTechnologyFacilitatorsandLeaders/Technology_Facilitation_Standards.htm#Plan)  Educational Technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator II.A** The Technology Facilitator designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. | |  | | 2 – maybe 3, but I am not as involved in her class as I should be. | |  |  |
| **Technology Facilitation Performance Indicator II.B** The Technology Facilitator applies current research on teaching and learning with technology when planning learning environments and experiences. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator II.C** The Technology Facilitator identifies and locates technology resources and evaluates them for accuracy and suitability. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator II.D** The Technology Facilitator plans for the management of technology resources within the context of learning activities. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator II.E** The Technology Facilitator plans strategies to manage student learning in a technology-enhanced environment. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator II.F** The Technology Facilitator identifies and applies instructional design principles associated with the development of technology resources. | |  | | 2 | |  |  |
| **Comments** | | | | | | | |
| **TF II.A** | | I | | | | | |
| **TFII.B** | | Always evaluating resources and adjusting accordingly. | | | | | |
| **TFII.C** | | Great record – only a single issue of sending the wrong URL for evaluation. (glogster.com instead of .edu) | | | | | |
| **TFII.D** | |  | | | | | |
| **TFII.E** | | Room and equipment is organized and rearranged to insure student success! | | | | | |
| **TFII.F** | |  | | | | | |
| **Standard III – Teaching, Learning, and the Curriculum** Educational Technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator III.A** The Technology Facilitator facilitates technology-enhanced experiences that address content standards and student technology standards. | |  | | 2 | |  |  |
| **Technology Facilitation Performance Indicator III.B** The Technology Facilitator uses technology to support learner-centered strategies that address the diverse needs of students. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator III.C** The Technology Facilitator applies technology to demonstrate students’ higher-order skills and creativity. | | ? | |  | |  |  |
| **Technology Facilitation Performance Indicator III.D** The Technology Facilitator manages student learning activities in a technology-enhanced environment. | | ? | |  | |  |  |
| **Technology Facilitation Performance Indicator III.E** The Technology Facilitator uses current research and district/region/state/national content and technology standards to build lessons and units of instruction. | | 3 | |  | |  |  |
| **Comments** | | | | | | | |
| **TFIII.A** | | Experiences we are missing stems from the small problem that this campus does not have the capacity for teaching/experiencing using online technologies like video conferencing. | | | | | |
| **TFIII.B** | | Works effectively with all students. | | | | | |
| **TFIII.C** | |  | | | | | |
| **TFIII.D** | | Excellent example to others. Also helps other teachers focus this lessons on available technologies. | | | | | |
| **TFIII.E**  **TFIII.E** | |  | | | | | |
| **Standard IV – Assessment and Evaluation** Educational Technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator IV.A** The Technology Facilitator applies technology in assessing student learning of subject matter using a variety of assessment techniques. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator IV.B** The Technology Facilitator uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. | | 3 Tracking skills process? | |  | |  |  |
| **Technology Facilitation Performance Indicator IV.C** Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity. | |  | |  | |  |  |
| **Comments** | | | | | | | |
| **TFIV.A** | | Working toward e-portfolios for students. Audio/Video pieces? | | | | | |
| **TFIV.B** | |  | | | | | |
| **TFIV.C** | | Written pieces….. | | | | | |
| **Standard V – Productivity and Professional Practice**  Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator V.A** The Technology Facilitator uses technology resources to engage in ongoing professional development and lifelong learning. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator V.B** The Technology Facilitator continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator V.C** The Technology Facilitator applies technology to increase productivity. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator V.D** The Technology Facilitator uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. | | 3 | |  | |  |  |
| **Comments** | | | | | | | |
| **TFV.A** | | Whether in choosing course-work, personal tech purchases, communicating with her family members, Bonnie is always open to new experiences with technology and how those technologies will effect individuals and society. | | | | | |
| **TFV.B** | | Example: Glencoe’s™ Tech Connect® is a product available for teaching Technology Applications. Bonnie was not seeing the growth in student learning that she expected, so used and developed other resources – after working with Glencoe’s support staff and realizing the instructional pieces were not going to be properly delivered. When another product, EasyTech® became available, she helped evaluate the product and has others with its implementation. | | | | | |
| **TFV.C** | | Uses technology to help her work, but helps others, as well. Bonnie uses her web page, MOBI slate, document camera to help maximize her instructional time. | | | | | |
| **TFV.D** | | NJHS, students, parents, teaching cohorts, community members, church, family…Bonnie works hard for their needs and they are willing to help her with experiences for her classes! | | | | | |
| **Standard VI – Social, Ethical, Legal, and Human Issues**  Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | | Proficient (2) | | Minimally Proficient  (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator VI.A** The Technology Facilitator models and teaches legal and ethical practice related to technology use. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator VI.B** The Technology Facilitator applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator VI.C** The Technology Facilitator identifies and uses technology resources that affirm diversity. | |  | |  | |  |  |
| **Technology Facilitation Performance Indicator VI.D** The Technology Facilitator enforces classroom procedures that guide students’ safe and healthy use of technology and that comply with legal and professional responsibilities. | | 3 | |  | |  |  |
| **Technology Facilitation Performance Indicator VI.E** The Technology Facilitator facilitates equitable access to technology resources for all students. | | 3 | |  | |  |  |
| **Comments** | | | | | | | |
| **VI.A** | | Bonnie keeps and open ear for teachers and students in need and is ready to help with ideas and assistance. | | | | | |
| **VI.B** | |  | | | | | |
| **VI.C** | |  | | | | | |
| **VI.D** | | Designed and delivered a unit on CyberSafety for our students. Web 2.0 tools have created excellent, low-cost experiences for students. Bonnie is aware of the impact of these tools on student safety and is helping to evaluate how best to use them in the classroom. | | | | | |
| **VI.E** | | Bonnie is willing to relocate so others can use her lab when needed. She sees the deficiencies in the technology skills our incoming students possess, so has been willing to advocate for increased instruction and access in our feeder schools. | | | | | |
| **Standard VII – Procedures, Policies, Planning, and Budgeting for Technology Environments**  Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | Proficient (2) | | Minimally Proficient  (1) | | Unacceptable (0) |
| **Technology Facilitation Performance Indicator VII.A** Use the school technology facilities and resources to implement classroom instruction. | | 3 |  | |  | |  |
| **Technology Facilitation Performance Indicator VII.B** Follow procedures and guidelines used in planning and purchasing technology resources. | | 3 |  | |  | |  |
| **Technology Facilitation Performance Indicator VII.C** Participate in professional development opportunities related to management of school facilities, technology resources, and purchases. | |  | 2 | |  | |  |
| **Comments** | | | | | | | |
| **VII.A** | | Computers on Wheels, library, special speakers…. | | | | | |
| **VII.B** | |  | | | | | |
| **VII.C** | |  | | | | | |
| **Standard VIII – Leadership and Vision**  Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. | | | | | | | |
| **Criterion** | | **Performance Rating** | | | | | |
|  | | Exemplary  (3) | Proficient (2) | | Minimally Proficient  (1) | | Unacceptable (0) |
| **Technology Facilitation Performance Indicator VIII.A** Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education. | | 3 |  | |  | |  |
| **Technology Facilitation Performance Indicator VIII.B** Apply strategies for and knowledge of issues related to managing the change process in schools. | | 3 |  | |  | |  |
| **Technology Facilitation Performance Indicator VIII.C** Apply effective group process skills. | | 3 |  | |  | |  |
| **Technology Facilitation Performance Indicator VIII.D** Lead in the development and evaluation of district technology planning and implementation | |  |  | |  | |  |
| **Technology Facilitation Performance Indicator VIII.E** Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. | |  |  | |  | |  |
| **Comments** | | | | | | | |
| **VIII.A** | | These are in-process as our campus and Bonnie’s role is evolving. | | | | | |
| **VIII.B** | | Has been willing to facilitate the integration of new technologies with the campus through organization, training, securing support from leaders, becoming an early adopter who has great “follow-through.” | | | | | |
| **VIII.C** | | These are in-process as our campus and Bonnie’s role is evolving. | | | | | |
| **VIII.D** | | These are in-process as our campus and Bonnie’s role is evolving. | | | | | |
| **VIII.E** | | These are in-process as our campus and Bonnie’s role is evolving. | | | | | |
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**Principal Internship Supervisor Evaluation   
Directions**Thank you for your supervision and mentoring of a Lamar University Principal Intern. This is a service to the intern, to the profession, and the leadership program at Lamar University. We are asking you to complete the following Principal Internship Supervisor Evaluation (PISE).

The PISE can be used to structure a final summative conversation and conference with the intern, as the culminating event of the Internship/Practicum Experience. You are free to share the evaluation and your responses with the Interns (at your discretion) or you can just talk about it in general terms. We do need you to return it to Lamar as we will also be using this for purposes of program improvement. It is not entered as a grade for the student. In the event that there were multiple supervisors, just complete the sections applicable to the work done under your supervision.

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| **Basic Information** | | | | |
| **Intern Name:** | Bonnie Reichert | | | |
| **Supervisor:** | Annette Coe | | | |
| **Site Location:** | Liberty Hill Junior High, Liberty Hill ISD | | | |
| **Date:** | December 2011 | | | |
| **Evaluation Definitions** | | | | |
| **Exemplary** | With regard to the competencies, the intern was consistently engaged and demonstrated excellence in completing his/her activities and responsibilities. | | | |
| **Proficient** | The intern was engaged and successful with his/her activities and responsibilities. | | | |
| **Minimally Proficient** | The intern was occasionally successful with his/her activities and responsibilities, but needed to demonstrate greater proficiency and skill in practicing this competency. | | | |
| **Unacceptable** | The intern was rarely successful with his/her activities and responsibilities and needed much greater proficiency and skill in practicing this competency. | | | |
| **DOMAIN I – SCHOOL COMMUNITY LEADERSHIP** | | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary  (3) | Proficient (2) | Minimally Proficient  (1) | Unacceptable (0) |
| **Competency 001 –** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ELCC1) |  | x |  |  |
| **Competency 002 –** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. (ELCC 4, 6) |  | x |  |  |
| **Competency 003 –** The principal knows how to act with integrity, fairness, and in an ethical and legal manner. (ELCC 5) | x |  |  |  |
| **Comments** | | | | |
| **Competency 1** | One of our campus visions is our high expectation for student behavior and academic success. Mrs. Reichert assists the campus with this competency with her high expectations for the students in her class and while monitoring students when on campus. | | | |
| **Competency 2** | Mrs. Reichert is an excellent leader on our campus for curriculum in her subject matter and how to assist the teachers to use technology in other courses. | | | |
| **Competency 3** | Mrs. Reichert treats all students and fellow co-workers in a professional manner. | | | |
| **DOMAIN II – INSTRUCTIONAL LEADERSHIP** | | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary  (3) | Proficient (2) | Minimally Proficient  (1) | Unacceptable (0) |
| **Competency 004 –** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment, and promote the use of varied assessments to measure student performance. (ELCC 1,2) |  | x |  |  |
| **Competency 005 –** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.  (ELCC 1, 2) |  | x |  |  |
| **Competency 006 –** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personal management.  (ELCC 2) |  |  | x |  |
| **Competency 007 –** The principal knows how to apply organizational, decision-making and problem solving skills to ensure an effective learning environment. (ELCC 2, 3) |  | x |  |  |
| **Comments** | | | | |
| **Competency 004** | Mrs. Reichert does an excellent job with the curriculum and lesson designs in the subjects she teaches. She has been a co-teacher in both the math and science departments as well. She will be an asset to the teachers in lesson design, finding resources, alignment of curriculum, assessments and pedagogy. | | | |
| **Competency 005** | Mrs. Reichert has been an instructor for both summer workshops and during in-service days at both the campus and district level for technology. She has been a source for technology help and resources for our campus teachers for new ways to implement technology in their classroom. | | | |
| **Competency 006** | Mrs. Reichert has completed a school law class, so she does have a basic understanding of some of the legal requirements of a school principal. She is planning on taking the Instructional Leadership Development (ILD) course this summer. | | | |
| **Competency 007** | Mrs. Reichert is one of our lead teachers on campus because of her ability to problem solve and assist her co-workers with making decisions on curriculum, class procedures, day-to-day management of students and materials, extra-curricular organizations, etc. | | | |
| **DOMAIN III – ADMINISTRATIVE LEADERSHIP** | | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary  (3) | Proficient (2) | Minimally Proficient  (1) | Unacceptable (0) |
| **Competency 008 –** The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. (ELCC 3) |  |  | x |  |
| **Competency 009 –** The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. (ELCC 3) |  | x |  |  |
| **Lamar Competency –** The Internship for Principal encompasses the intern in all competencies for principal certification. (ELCC 7) |  |  |  |  |
| **Comments** | | | | |
| **Competency 008** | Mrs. Reichert is knowledgeable concerning the technology part of this competency area. She assists our technology department in the short and long-term planning for our campus and district technology needs. Involved in this is the budget and personnel concerns for the goals we have put in place. | | | |
| **Competency 009** | Mrs. Reichert is knowledgeable concerning the support systems we have in place for our students and staff. She has been at this campus for several years so she knows whom to contact if she does not know the information herself. She understands the importance and difficulty in maintaining a growing student body in the physical building we currently have for the next year. We will be moving to a larger campus in the year 2013 and her help will be utilized in the logistics of the move, especially in the area of technology. | | | |